PEHD 458
Organization and Administration of Physical Education and Sports Programs
Spring 2015

Time & Place
Section 001 TR 9:25 AM–10:40 AM, Rm. 116, Silcox Center for Physical Education and Health

Section 002 TR 3:05 PM–4:20 PM, Rm. 409, Silcox Center for Physical Education and Health

Instructor: Dr. Tom Langley, Rm. 406, Silcox Center for Physical Education and Health

Office Hours: Dr. Langley: 10:40 AM–12:00 PM TR and 1:30 PM–2:45 PM TR.
(Please try to arrange appointments ahead of time.) Other times are available by appointment only.

Phone: 953–5558 (Departmental secretary)

E-mail: langleyt@cofc.edu

Prerequisites: Senior status (90 hrs).


Professional Resources:
American Alliance for Health, Physical Education, Recreation, and Dance
http://www.aahperd.org/
American College of Sport Medicine
http://www.acsm.org/
American Physical Therapy Association
https://www.apta.org/
American Public Health Association
http://www.apha.org/
National Athletic Trainers' Association
http://www.nata.org/
National Strength and Conditioning Association
Society for Public Health Education
http://www.sophe.org/
South Carolina Alliance for Health, Physical Education, Recreation, and Dance
http://www.columbiacollegesc.edu/scahperd/
American Occupational Therapy Association
American Nurses' Association
http://www.nursingworld.org/
American Council on Exercise
http://www.acefitness.org/

Healthy People 2020
http://www.healthypeople.gov/
1996 Surgeon General's Report on Physical Activity and Health
Objectives:
The student will
1. identify current issues and trends in the profession and discuss their impact on administration.
2. discuss identified principles and concepts of organization.
3. explain routes of communication within an identified organizational plan.
4. write a performance-based objective for outcome-based administration.
5. identify the characteristics of an effective leader.
6. differentiate the three types of decision-making strategies.
7. outline the steps in the decision-making process.
8. list the guidelines for effective organizational communication.
9. discuss the selection and use of appropriate criteria for personnel evaluation.
10. identify the preplanning considerations in budget management.
11. identify the steps for budget preparation, planning, and process.
12. differentiate identified budgeting systems.
13. list the general considerations for planning exercise-related facilities.
14. incorporate facility planning considerations into an ideal facility plan.
15. identify various sources used to establish goals and objectives.
16. outline the methods and procedures used in evaluating an identified program.
17. give at least two examples of criminal charges and 2 examples of civil charges which could be brought against him/her in his/her professional area.
18. describe the process which would be followed in bringing civil charges against an individual.
19. differentiate between unintentional and intentional torts.
20. identify the four elements of negligence and identify a defense against negligence in a given setting.
21. identify the elements of a contract and identify the most common ways in which contracts are voided.
22. identify personal rights granted by the constitution, discuss how these rights are related to governmental entities, and relate these to various exercise-related professions.
23. discuss the constitutional and statutory grounds for equality in the areas of sex, race, age, and disability and relate each to exercise related professions.
24. identify risks within a given setting and prescribe methods for accepting, controlling, and eliminating the identified risks.

Requirements:  
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>50 pts.</td>
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<tr>
<td>Exam I</td>
<td>100 pts.</td>
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<tr>
<td>Case Analysis</td>
<td>120 pts.</td>
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<tr>
<td>Exam II</td>
<td>100 pts.</td>
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<tr>
<td>Exam III</td>
<td>100 pts.</td>
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Project Description: 3 case reviews and analysis (1 each unit) 40 points each

Case articles will deal with a legal issue from the unit being covered. After reading the article, the student will write a one–two page analysis of the case. The conclusion of your analysis is to include statements regarding the value and/or
impact of the case findings to the professional area for which it was written. The analysis is to be typed, double-spaced, and appropriately documented (when necessary). The APA style of documentation is to be adhered to. Since this assignment involves reviewing only one article, documentation will typically mean citing the page number (in parentheses) after a paraphrase or direct quote and correctly printing the bibliographic entry for the article being reviewed at the end of the analysis.

Article assignments and due dates will be made during each unit.

Exams:  
Exam I (100 pts.)  This exam will cover material from chapters 2, 3, 4, 5, and 11.  
Exam II (100 pts.)  This exam will cover material from chapters 12, 13, 14, and 16.  
Exam III (100 pts.)  This exam will cover material from chapters 6, 7, 9, 10, 14, and 15.

Grading Scale:  
- 90–100%  A  70–74%  C
- 88–89%  A–  68–69%  C–
- 85–87%  B+  65–67%  D+
- 80–84%  B  64–65%  D
- 78–79%  B–  62–63%  D–
- 75–77%  C+  Below 62%  F

Course Topics  Dates: Jan. 13th

I. Introduction/Summary of Course

Learning Activities: lecture, question/answer session

Dates: Jan. 15 and 20.  
Tuesday, Jan. 20th—last day to drop/add.

II. Contemporary trends and issues and their relationship to administration, Chapter 2

Trends and Issues

Learning Activities: lectures on current trends and issues with discussion on how these can be addressed administratively. Group brain-storming for suggestions from various concentration areas to present variance in methods depending on professional area.


III. Principles and concepts of organization, Chapters 3 and 4, and Effective administration and planning, Chapters 5 and 11.

Principles of Organization
The Organizational Process
CofC Organizational Charts
Outcome–Based Model
Rotter’s Locus of Control Instrument
Mission and Goals
Evaluation Model
Behavioral Objectives
Objective Example
Strategic and Tactical Planning
Six Program Planning Steps

Learning Activities: lectures on the basic principles of organization and administration. Emphasis will be placed on the importance of the planning process, the development of goals and objectives, and overall program evaluation. Students will write goals and objectives both individually and in groups.


Exam I on Chapters 2, 3, 4, 5, and 11

Dates: Feb. 17, 19, 24, 26, ar. 10, 12, 17, 19, and 24.

Mar. 1–Mar. 8  Spring Break
Wednesday, Mar. 25th—the last day to withdraw from a course with a “W”.

IV. Risk management and legal issues related to areas of administration, Chapters 12, 13, 14, and 16.

What is Law?
Fault
Torts
Liability
Standard of Care
Variables that affect the standard of care
Defenses against negligence
Intentional Torts
Child Protection Act
HIPAA
Sexual Harassment

Learning Activities: Lectures will begin with an introduction to the law and concepts of legal fault and what those mean to the exercise-related professions. Tort law and risk management will then be presented in relation to facility planning and management. Case analyses will be used throughout this unit involving topics covered in this unit and in the previous unit to provide practical experience in dealing with administrative decision making in this area.


Exam II on Chapters 12, 13, 14, and 16.

Dates: Mar. 31, April 2, 7, 9, 14, 16, 21, and 23.

V. Budgeting, facility management, and personnel management as related to constitutional and contract law, chapters 6, 7, 9, 10, 14, and 15.

Types of Budgets
Systems of Budgeting
Budget Preplanning
Seven Steps in Budget Planning
Learning Activities: Lectures will center around constitutional and contract law and how these areas of the law influence and are influenced by personnel management and communication within an organization; class discussion which will focus on selected cases from a variety of professional settings in which students will identify the legal concept(s) involved, determine whether or not the concept was violated, and if so, how the violation could have been avoided; written case analyses following the same pattern as the class discussions; unit exam.

Dates: Unit III Exam, Section 001 Thursday, April 30th, 8:00 AM–11:00 AM
Section 002 Tuesday, May 5th, 4:00 PM–7:00 PM

Exam III is on Chapters 6, 7, 9, 10, 14, and 15.

Attendance: You have two unexcused absences for the semester. Otherwise, you are expected to be in class every day and you are expected to be prepared and ready to participate. Excused absences are given for the following reasons: absence due to illness/hospitalization documented through the Undergraduate Dean's office, absence due to death of an immediate family member documented through the Undergraduate Dean's office, absence due to a court appearance documented by a copy of summons, and absence due to attendance of events as a representative of the College. Use your unexcused absences wisely because unexcused absences exceeding the two you are given result in a 5 point deduction from your participation/attendance score for each absence over the two allowed. Excessive absences (including both excused and unexcused) that exceed one fourth of the class meetings for this course can result in your receiving a WA for the course. One fourth of the class meetings for this class is seven classes; therefore, 8 absences “qualifies” you for a WA.

Electronic Devices: All cell phones, pagers, desk-top computers, etc. are to be turned OFF (“silent” or “vibrate” are not considered off) during the class session. Laptop computers may be used for note taking purposes; not for wireless communication (i.e. instant messaging or email). No electronic devices are to be on your desks during exams for any purpose. If you need further clarification on this matter, please see the instructor.

Make-ups: Make-up work is allowed at the discretion of the professor. Only extenuating circumstances warrant a make-up. It is the student’s responsibility to see the instructor if he/she has missed any work. Contact with the professor must be timely—as soon as you return to school after an absence or during an absence, if possible.
Extra Credit  Extra credit work is not given for any reason at any time.